DOCUMENT RESUME

ED 465 955 CS 511 108

TITLE	Language Arts Curriculum Framework: Sample Curriculum Model, Grade K.
INSTITUTION	Arkansas State Dept. of Education, Little Rock.
PUB DATE	1998-00-00
NOTE	38p.
AVAILABLE FROM	For full text: http://arkedu.state.ar.us/curriculum/benchmarks.html.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Communication Skills; *Curriculum Development; Decoding (Reading); *Kindergarten; *Language Arts; *Listening Comprehension; Primary Education; Reading Comprehension; Reading Fluency; Reading Improvement; *Reading Strategies; Speech Skills; Student Evaluation; Teaching Methods; Writing Improvement; *Writing Strategies
IDENTIFIERS	*Arkansas; Literary Response; Phonological Awareness; Print Awareness

ABSTRACT

Based on the 1998 Arkansas State Language Arts Framework, this sample curriculum model for kindergarten language arts is divided into sections focusing on writing; listening, speaking, and viewing; and reading. Each section lists standards; benchmarks; assessments; and strategies/activities. The reading section itself is divided into print awareness; phonological awareness/ decoding/ vocabulary; comprehension; fluency; and literary response. Writing standards include moving from visual and spoken experiences to written language through positive modeling. An example of a writing benchmark has students using pictures, known letters, and phonetic writing to show an awareness of the relationship between spoken and written language. A suggested writing strategy has students recording an experience using modeled writing. A standard for listening, speaking, and viewing focuses on listening for a variety of purposes, such as enjoyment, information, and details. A corresponding benchmark has students state their purpose for listening. A suggested listening strategy encourages teachers to provide opportunities several times a day for students to listen for a variety of purposes. Reading standards include recognizing and associating letters and sounds. A benchmark for this standard is for students to demonstrate the ability to divide spoken sentences into individual words. An example of a reading strategy encourages teachers to read alliterative texts. Assessments for the three areas include teacher made tests and samples of student writing. (PM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 465 955

http://arkedu.state.ar.us/pdf/lang_k.pdf

The Arkansas Department of
Education

Language Arts Curriculum Framework: Sample Curriculum Model Grade K

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Wright

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS 511 108

BEST COPY AVAILABLE

SAMPLE CURRICULUM MODEL

GRADE K

based on the 1998 Arkansas State Language Arts Framework
Arkansas Department of Education, 1998

Grade Level K

WRITING

Standard W.1.0	Benchmarks	Assessments	Strategies/Activities
SLE W. 1.1. Move from visual and spoken experiences to written language through positive modeling.	Students will use pictures, known letters and phonetic writing to show an awareness of the relationship between spoken and written language. Students will use the writing of adults, print in the environment and the language in books as models for writing. Students will print own name.	• Samples of student writing • Analysis of journal entries • Observation • Portfolio • Checklist	• Record an experience or event using modeled writing so students can see how spoken language can be recorded with letters and words. • Have students orally rehearse their sentences or stories in order to have the language structure well established in their heads before they write. • Compose "Daily News". Write one or two students' news items on a large sheet of paper. Read aloud each word as it is written. Reread and encourage the students to join in. Point to each word as it is read. Put in a center for students to read at self-selected reading time. • Write a question and ask a student to answer it. Write his/her answer and have the students reread the answer. • Provide opportunity for students to match and write their own names. • Use environmental print in modeled and interactive writing. • Write known nursery rhymes as students watch and encourage them to join in "reading". Put in reading center for rereading. • Take photographs of students engaged in a variety of school activities. Have students assist in writing patterned sentences to depict what is happening in the picture. Put the pictures in a book format for students to read during independent reading.

Grade Level K

WRITING

Standard W.1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.2 Understand the relationship between letters and words, words and sentences, sentences and paragraphs, and paragraphs and whole pieces.	Students will distinguish letters in words and words in sentences. Students will write independently at the phonetic stage (apply knowledge of beginning and ending letter-sound associations and use some high frequency words).	• Samples of student writing • Analysis of journal entries • Statewide test • Teacher made tests	• Use shared reading of big books to show how letters are put together to make words and words are put together to make sentences. • Provide opportunity for students to write daily. • Allow students to "read the room" -use a pointer to go around the room "reading" labels, signs, etc. • Write sentences under students' drawings letting them contribute what they know. • Have students work in small groups to reconstruct sentences from jumbled words. • Create "wall stories." These are continuous accounts of a class project. Add pages as the project progresses. When completed, the pages can be collated and made into a big book. For example, if the class studies plants then a class wall can be created as the class goes through the process of planting and caring for the plant.

Grade Level K

WRITING

Standard W.1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.3. Follow patterns from predictable books, poems and stories.	Students will use predictable language patterns in a story, poem or song to dictate similar text.	• Samples of student writing/drawing • Analysis of journal entries • Portfolio • Checklist	• Compose individual and class innovations on predictable text, such as books, poems and stories. For example, read patterned text such as Good Night, Moon (Brown, 1991) and The Carrot Seed (Krauss, 1989) and have students complete the sentence pattern and illustrate it.
SLE W.1.4. Use individual and collective strategies for finding and developing ideas about which to write.	Students will generate ideas and words for writing by using available resources, such as books, word walls, labels, charts, environmental print.	• Samples of student writing • Analysis of journal entries • Portfolio • Checklist	• Model strategies for gathering and organizing ideas for writing which may include the following: drawing, talking, reading, clustering, role playing.
SLE W.1.5. Write from experiences and thoughts.	Students will compose (draw/dictate/write) labels, words, sentences stimulated by personal or classroom experiences.	• Samples of student writing • Analysis of journal entries • Statewide test	• Use a "write aloud" to show students how to write about shared experiences, such as a field trip, and display writing for students to read later (e.g. " A big truck delivered sand today.") Reread the writing several times. • Provide time everyday for students to write in their journals.
SLE W.1.6. Write in one or more subject areas daily.	Students will compose (draw/dictate/write) labels, captions and sentences in response to a subject area topic or story read aloud.	• Samples of student writing/drawing • Analysis of journal entries • Portfolio	• During a unit of study such as plants, ask students to draw and label or write what they have learned about the unit of study. • Use a "write aloud" to summarize what was read from a content area book. For example, after reading a book on plants to the students, ask them to help summarize what was learned in a one or two sentence summary, such as the following: "A plant needs air, water and sunlight to grow."

Grade Level K

WRITING

Standard W.1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.7. Recognize and express cultural diversity in writing.	Students will compose (draw/dictate/write) labels, captions and sentences in response to a theme or multicultural story read aloud.	• Samples of student writing/drawing • Statewide test • Teacher made tests • Portfolio	• Read stories such as A Chair for My Mother (Williams, 1983), Everybody Cooks Rice (Dooley, 1992), and Bigmama's (Crews, 1991) as part of a unit on families and talk about the common features of families from diverse cultural groups. Have students write about their own family traditions and compare with the group. • During a multicultural unit of study, have students dictate a class version of The Gingerbread Man (Galdone, 1975) substituting ethnic foods for gingerbread cookies.
SLE W.1.8. Respond appropriately to the writing of others.	Students will make appropriate comments about the writings of others.	• Observation • Checklist	• Model how to make positive comments on written work of others. • Role play with a student appropriate and inappropriate comments.
SLE W.1.9. Use the responses of others to review writing for clarity, style and content.	Students will participate in teacher-led revision.	• Samples of student writing • Checklist • Performance • Observation	• Model the process of writing as one that may require restructuring to make meaning clearer. For example, during the writing of daily news, make revisions as it is written and justify the revisions. • Observe students as they write and how they problem-solve and apply what they know about writing. If a student doesn't apply a strategy that he/she should know, provide support to move the student in a more productive direction.

Grade Level K

WRITING

Standard W.1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.10. Acquire information with the use of computers and other available technology to gather, write and revise texts.	Students will use available technology to write words and sentences.	• Samples of student writing • Analysis of journal entries • Checklist • Performance • Observation	• Provide students access to computers to write words and sentences.

Grade Level K

WRITING

Standard W.1.0	Benchmarks	Assessments	Strategies/Activities
SLE W.1.11. Write in a variety of modes, such as journals, stories, poems, letters, interviews and notes. SLE W.1.12. Write for a variety of audiences, such as peers, parents, teachers and community. SLE W.1.13. Write for a variety of purposes, such as to persuade, to enjoy, to entertain, to inform, to record, to respond to reading and to solve problems.	Students will explain some of the purposes for writing (e.g. telephone messages, recipes or lists). Students will attempt familiar modes of writing, such as lists, letters and stories, using simplified text forms.	• Samples of student writing • Analysis of journal entries • Portfolio • Checklist • Performance • Statewide test • Teacher made tests	• Examine different types of text and discuss their functions (e.g. stories to entertain, letters to correspond). • Clearly model how to do any writing students are expected to do. "think aloud" the process or procedures for completing the written work. • Provide students with an opportunity to write for a variety of reasons: --to record ideas in journals, --to label or put captions for illustrations, possessions, charts and in centers, --to create innovations on predictable text. • Provide opportunities for students to dictate: --questions for research or investigation, --messages or types of correspondence such as letters and thank you notes, --information for daily news, --responses to stories, --innovations on predictable text.
SLE W.1.14. Develop a collection of writings.	Students will contribute to a writing portfolio.	• Checklist • Portfolio • Samples of student writing • Analysis of journal entries	• Provide time on a daily basis for students to write.

Grade Level K

WRITING

Standard W.2.0	Benchmarks	Assessments	Strategies/Activities
SLE W.2.1. Write independently on self-selected topics.	Students will "write" spontaneously for self rather than for an audience.	• Samples of student writing • Analysis of journal entries • Portfolio	• Provide time on a daily basis for students to write independently. • Provide a writing center in which students can store their writing materials and find ideas about which to write. Include a place for students to display their work.
SLE W.2.2. Organize information according to criteria for importance and impact rather than according to availability.	Students will brainstorm ideas on a given subject and dictate to the teacher to categorize and write.	• Samples of student writing • Analysis of journal entries • Statewide test • Teacher made tests	• Allow students to dictate information to be organized on a graphic organizer. • Have students work in groups to illustrate the events in a story and use the pictures to make a story map. • Have students bring pictures about a topic of study (such as colors) from home and organize their pictures into categories (e.g. food, clothes, etc).
SLE W.2.3. Work in cooperative groups to produce a written product.	Students will problem-solve as a class to produce a written product, such as lists, thank you notes, invitations, text innovations.	• Samples of student writing • Class-produced written work • Performance • Project • Checklist	• Have students write and illustrate an innovation on a big book, such as change the characters or carrot in the book The Carrot Seed (Krauss, 1989). • Do interactive writing everyday to allow students to help compose classroom observations and experiences. • After reading a story such as The Napping House (Wood, 1991), have students work in groups to illustrate and dictate a sentence for one event in the story.
SLE W.2.4. Monitor progress of self and others. SLE W.2.5. Accept responsibility for completing writing tasks.	Students will examine written work with teacher direction to determine progress in writing and work habits.	• Teacher/student writing conferences • Checklist • Portfolio • Analysis of journal entries • Statewide test	• Maintain a portfolio for students. Explain the purpose and contents of a portfolio. Establish a process for conferencing frequently with students to inform them of progress in writing.

Grade Level K

WRITING

Standard W.2.0	Benchmarks	Assessments	Strategies/Activities
SLE W.2.6. Edit writing for developmentally appropriate spelling, usage, mechanics, grammar, vocabulary, handwriting and content accuracy.	Students will gain increasing control of penmanship, such as pencil grip, position and beginning stroke. Students will demonstrate expanding knowledge of letter-sound correspondence in phonetic spelling. Students will participate in teacher-led editing. Students will use capital letters correctly in first and last name. Students will recognize periods and question marks as end punctuation.	• Samples of student writing • Analysis of journal entries • Statewide test • Checklist • Teacher made tests	• Teacher introduces and uses editing charts during assisted writing activities (interactive writing and writing aloud). • Allocate time everyday for self-selected writing. • Use word wall activities to develop phonetic skills. • Use shared reading to explain features of text, such as punctuation and capitalization. • Use a different student's name everyday to develop phonetic skills. • Write captions under students' drawings letting them contribute what they know.
SLE W.2.7. Publish writing in a variety of ways, such as class anthologies, public readings, newsletters, newspapers, bulletin board, sharing with others and books.	Students will contribute "writings" to the literate environment of the classroom/school.	• Samples of student writing • Analysis of journal entries • Performance • Exhibition	• Provide time everyday for students to do self-selected writing. • Post students' work on the walls throughout the school. • Make class produced books to share with other classes. • Allow students to share their written work in school assemblies.

Grade Level K

LISTENING, SPEAKING, VIEWING

Standard W.1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.1.1 Listen for a variety of purposes such as enjoyment, information and details.	Students will state purpose for listening, such as to gain information and to enjoy.	• Teacher-student interview • Statewide test • Observation	• Provide opportunities several times a day for students to listen for a variety of purposes. Have them listen to fiction books, such as Two Bad Ants (Van Allsburg, 1988), for entertainment; listen to nonfiction book to be informed; listen to instruction for schoolwork for details. • Before reading a story explain to students that one listening strategy is to relate what they are hearing to what they already know. Read the story Dear Peter Rabbit (Alda, 1994) and have students relate the characters and events to familiar stories.
SLE LSV.1.2. Listen selectively and attentively to a variety of speakers.	Students will show respect for a speaker through demonstration of active listening behaviors which may include: giving attention, sitting still, facing speaker, taking turns to speak.	• Observation • Teacher made tests	• Model active listening behaviors. • Have students role play active listening behaviors. • Use "Give Me Five" strategy for teaching students to be good listeners: Eyes on speaker, ears listening, mouth silent, hands in lap, feet still. Display a chart of "Give Me Five" to refer to as needed.

Grade Level K

LISTENING, SPEAKING, VIEWING

Standard W.1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.4. Listen to improve reading, oral and written performance. SLE LSV.1.19. Confirm understanding by paraphrasing ideas.	Students will listen to proficient, fluent models of oral reading using patterned and predictable text. Students will demonstrate the ability to listen by: --discussing the topic when finished, --retelling a simple story, --incorporating new ideas and vocabulary into their own speech, --drawing and labeling what was heard.	• Observation • Orally retell what is heard • Performance • Samples of student writing/drawing	• Write known nursery rhymes as students watch and encourage them to join in "reading". Put in reading center for rereading. • Provide a listening center with taped stories and accompanying books. • Read aloud to students every day to model fluent reading. • Use assisted reading to develop oral reading skills- teacher reads phrases and students repeat them. • Read a big book, such as Caps for Sale (Slobodkina, 1984), and have students retell the book using the language of the characters.
SLE LSV.1.5. Develop strategies such as asking relevant questions, taking notes and making predictions for understanding what is heard.	Students will use a variety of strategies for understanding what is heard, such as: --raise questions in response to what is heard, --connect their own personal experiences, insights, information and ideas with those being shared.	• Observation • Statewide test • Teacher made tests • Analysis of log/journal entries	• Stop during the reading of a text to allow students to predict what will happen next. For example, while reading If You Give a Mouse a Cookie (Numeroff, 1986) ask the students to predict what the mouse will need next. Ask them to justify their predictions with information in the text and what they already know. Continue reading to confirm or disprove their predictions.

Grade Level K

LISTENING, SPEAKING, VIEWING

Standard W.1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.6. Listen to follow directions sequentially.	Students will become familiar with place words matching actions to directions (e.g. on, under, beside). Students will follow a simple series of familiar directions, such as, "Put your name on your paper," and "Line up at the door."	• Statewide test • Teacher made tests • Demonstration	• Engage students in games that involve making certain motions or doing certain actions in response to spoken or sung directions. For example, have students bring their teddy bears to school and sing "Teddy Bear, Teddy Bear" and have the students follow the directions. • Have students practice following directions using place words, matching actions to directions (e.g. put the book on the table, under the table, beside the table).

Grade Level K

LISTENING, SPEAKING, VIEWING

Standard W.1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.7. Respond to artistic performances both verbal and musical.	Students will show interest in and respond appropriately to verbal and musical performances.	• Observation • Checklist • Portfolio	• Provide opportunities for students to experience verbal and musical performances. • Prepare students for performances by discussing the nature and/or content of the performance. • Discuss proper responses to artistic performances such as being active listeners.
SLE LSV.1.8. Share ideas in discussions, conversation and presentation. SLE LSV.1.10. Contribute to class and small group discussions. SLE LSV.1.25 Discuss current events.	Students will participate in formal and informal discussions about personal experiences and observations and local events of interest to them (e.g. fall festival, school events).	• Observation • Performance • Checklist • Analysis of log/journal entries	• Provide "sharing time" everyday for students to share thoughts and ideas. • Role play appropriate conversational behavior. • Discuss local events of interest to students. • Provide time for discussion in response to books, activities, field trips, etc. • Participate in discussions and model good questioning and question responding. • Call on individual students to talk instead of waiting for volunteers.
SLE LSV.1.9. Respond appropriately to the thoughts and ideas of others.	Students will recognize the right of others to express opposing views/opinions.	• Observation • Checklist	• Establish the "norms" for discussion with the class. Post a chart of the norms in the classroom for periodic review and refer to them as needed. • Role play appropriate and inappropriate responses.
SLE LSV.1.12. Give reasons for support of opinions expressed.	Students will support spoken ideas and opinions with examples.	• Observation • Performance	• Model for students how to share an opinion with reasons which support that opinion. • Use questioning to elicit from students the reasons for their opinions.

Grade Level K

LISTENING, SPEAKING, VIEWING

Standard W.1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.13. Tell and retell stories from writing, reading and pictures.	Students will use pictures to retell a story, giving the beginning, middle and end.	• Retelling rubric • Performance • Observation	• Model the retelling process. • Read a story and provide students with puppets representing the characters in the story. As the story is reread, the student will use the puppets to re-enact the story. • Use stories, such as <u>It Looked Like Spilt Milk</u> (Shaw, 1988), to retell using the flannel board. Distribute white felt objects to students and as the story is reread, have the students place the flannel pieces on the board.
SLE LSV.1.14. Participate in collaborative speaking activities, such as choral readings, plays and reciting poems.	Students will participate in a variety of speaking activities, such as shared reading, oral retelling and dramatizations.	• Observation • Performance • Demonstration	• Provide opportunities for students to participate in various types of collaborative reading activities such as reciting poetry and nursery rhymes, rereading familiar patterned books, participating in shared reading.
SLE LSV.1.15. Initiate and participate in conversations about reading.	Students will request favorite books to be read again. Students will begin to share a favorite book with a friend during independent reading time.	• Observation • Checklist • Performance	• Allow time for students to talk about their favorite books and read aloud parts of stories, poems and riddles they have enjoyed. • Provide an attractive reading corner where students can read and share familiar and favorite books. • After reading a book to the class, have students discuss their favorite part with their partner and then go home and share it with their parents.

Grade Level K

LISTENING, SPEAKING, VIEWING

Standard W.1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.16. Read orally with meaning expression.	Students will participate in shared reading of poems, songs, and stories. Students will use their knowledge of rhymes and repeated sounds to enhance oral reading.	• Oral reading records • Checklist • Performance • Observation	• Use big books, poems and songs on charts for shared reading and have students read along as the text is read. • Use assisted reading--teacher reads phrases and sentences from a book, such as Mrs. Wishy Washy (Cowley, 1990), to students and they read the sentence or phrase back using expression modeled by the teacher. • Read aloud everyday to model fluent reading.
SLE LSV.1.17 Explain directions for a particular purpose.	Students will give simple directions.	• Performance • Demonstration	• Engage in games that involve making certain motions or doing certain actions in response to spoken or sung directions. • Have students practice giving directions using place words matching actions to directions (e.g. put the book on the table, under the table, beside the table).
SLE LSV. 1.18. Make and respond to introductions.	Student will display appropriate social behavior upon being introduced.	• Performance • Checklist • Observation	• Role play an appropriate response to an introduction.
SLE LSV.1.20. Collaborate with others to solve and resolve problems.	Students will demonstrate an understanding of problem-solving techniques in the social environment.	• Observation • Performance • Checklist	• Model techniques for cooperative interaction with peers and adults. • Provide for independent practice in the kindergarten environment (e.g. Use inside voices; Listen to your neighbor; Stay with the group; etc.).
SLE LSV. 1.21. Use technology to enhance and evaluate oral performances and presentations.	Student will review video recordings of class presentations.	• Oral presentation rubric • Checklist • Performance • Demonstration	• Video tape a class presentation and conduct a class review using the oral presentation rubric. • Provide opportunities for students to perform for others such as choral reading, reciting nursery rhymes, finger-plays, etc.

Grade Level K

LISTENING, SPEAKING, VIEWING

Standard W.1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.23. Participate in discussion by alternating the roles of speaker and listener.	Students will take turns respectfully when speaking and listening. Students will speak clearly and audibly. Students will actively listen to the speaker.	• Observation • Performance • Checklist	• Model appropriate behavior of the listener and speaker. • Have students role play appropriate listening and speaking behaviors. • Provide opportunities for students to participate in formal and informal speaking/listening activities. • Introduce informal sharing sessions to review classroom activities or to provide a natural lead-in to the circle sharing time. Discuss classroom experiences and facilitate recall through questioning and commenting.
SLE LSV.1.24. Present work completed in subject areas to large and small groups in and out of the classroom for discussion.	Students will participate in group presentations of subject area work. Students will demonstrate appropriate stage presence (e.g. eye contact, focus on entire audience).	• Performance • Exhibition • Observation • Show and Tell Rubric	• Model appropriate and inappropriate oral presentation behaviors. (See LSV. 1.11, 1.26-1.31.) • Have students present finger plays for math, science, social studies concepts. • Have students perform choral readings, poems, songs based on a subject area topic to large and small groups. For example, have the students choral read My Five Senses (Aliki, 1990) to another class or during a school assembly. • Schedule students on a daily basis to share their work in front of the class. Give students a framework for organizing the content of their talk if needed.

Grade Level K

LISTENING, SPEAKING, VIEWING

Standard W.1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.11. Speak in complete sentences. SLE LSV.1.26. Speak to a variety of audiences in a variety of places for a variety of reasons. SLE LSV.1.27. Engage the audience with eye contact and appropriate verbal cues. SLE LSV.1.28. Recognize when audiences do not understand the message and adapt speaking to clarify. SLE LSV.1.29. Use clear, concise, organized language when speaking. SLE LSV.1.30. Respond to questions from the audience.	Students will choose and adapt spoken language appropriate to the audience, purpose and occasion including use of appropriate volume and rate. Students will use effective oral communication skills which may include: --speaking in complete sentences, --speaking with appropriate grammar and syntax, --speaking clearly and distinctly, --maintaining eye contact with audience, --responding courteously to questions from the audience.	• Observation • Show and Tell Rubric • Performance • Demonstration • Checklist	• Discuss with students appropriate speech and manners when making oral presentations. • Role play appropriate and inappropriate behaviors presentation behaviors and ask the class to critique the presentation. • Provide opportunities for students to participate in a variety of speaking activities which may include: --choral reading, --reciting poetry, --plays, --finger plays. to a variety audiences which may include: --parents, --other classes, --school assemblies, --civic clubs, --community events.

Grade Level K

LISTENING, SPEAKING, VIEWING

Standard W.1.0	Benchmarks	Assessments	Strategies/Activities
SLE LSV.1.31. Give immediate, respectful, detailed feedback to a variety of speakers. SLE LSV. 1.22 Check information for accuracy.	Students will respond courteously to a variety of speakers.	• Performance • Observation • Checklist	• Discuss with students how to respond courteously while listening to someone speak. • Role play responding courteously to a speaker.
SLE LSV.1.32. Receive and use constructive feedback to improve speaking abilities.	Students will accept contributions of teacher to improve performance.	• Performance • Checklist • Observation • Show and Tell Rubric	• Provide students with opportunities to make informal oral presentations, such as sharing time and reading.
SLE LSV.1.3. Listen to reinforce and extend learning through the use of technology. SLE LSV.1.34. Demonstrate an awareness of the presence of media in daily life. SLE LSV.1.36. Judge the extent to which media provide a source of entertainment as well as source of information. SLE LSV.1.37. Interpret the role of advertising as a part of media.	Students will distinguish the purpose of various types of media presentations (e.g. to inform, to entertain, to persuade).	• Project • Observation • Demonstration • Analysis of log/journal entries • Performance	• Read books such as Berenstain Bears and Too Much T.V. (Berenstain, 1984) and Mouse T. V. (Novak, 1990). Discuss the main idea of the books. Have students brainstorm things they can do in their free time besides watch television. • Have students brainstorm their favorite commercials. Discuss with them what would happen if we had no commercials. • Have students brainstorm their favorite television shows, and as they brainstorm, categorize the shows into those that inform and those that entertain. Explain the differences in and purposes of each. • Provide a listening center with taped stories and accompanying books.

Grade Level K

READING: PRINT AWARENESS

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.1. Demonstrate understanding of the relationship between written and oral language.	Students will recognize that print conveys meaning. Students will demonstrate an understanding of one-to-one correspondence between spoken and written words. Students will demonstrate an understanding that spoken words are represented by letters written in specific sequences.	• Observation • Concepts about print test • Students point to words while reading • Analysis of journal entries	• During shared reading, point to words in big books to demonstrate the one-to-one relationship between spoken and written words. • Use interactive writing to show the relationship between the spoken sounds and written letters in words. • Ask students to match word cards with things labeled in the classroom. • Ask students to match student name cards to names on class chart. • Develop a class diary or journal. Write collaboratively with students about class activities. • Transcribe students' oral language for them to read. • Take photographs of students engaged in a variety of school activities and use patterned sentences to depict what is happening in the picture. Have students assist in writing the sentences. Put the pictures in a book format for students to read during independent reading.

Grade Level K

READING: PRINT AWARENESS (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.2. **Demonstrate and use concepts of print such as directionality, spacing, punctuation and configuration in developmentally appropriate ways.**	Students will demonstrate an understanding that print moves left-to-right across the page and top-to-bottom. Students will understand that written words are separated by spaces. Students will distinguish between individual letters and printed words. Students will know the difference between capital and lowercase letters. Students will recognize that different parts of a book, such as cover, title page and illustrations, offer information.	• Concepts about print test • Observation of use of concepts about print to "read" books • Statewide test • Teacher made tests	• Use big books to demonstrate reading behaviors, such as moving left-to-right, top-to-bottom, etc. • Point to words in big books to demonstrate the one-to-one relationship between spoken and written words. • Use modeled and interactive writing to show the relationship between the spoken sounds and written letters in words. • Use big books to teach features of text such as cover, title, author and illustrations. • Provide literacy activities such as matching capital and lowercase letters to develop concepts of print. • Transcribe students' oral language for them to read.

Grade Level K

READING: PHONOLOGICAL AWARENESS/DECODING/VOCABULARY

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.3. Recognize and associate letters and sounds. (Auditory Skill)	PHONEMIC AWARENESS (Auditory Skill) Students will demonstrate the ability to divide spoken sentences into individual words. Students will segment and combine syllables within spoken words. Students will identify and produce pairs of rhyming words. Students will segment the onset and rime in one-syllable words. Students will identify and isolate the initial and final sounds of a spoken word.	PHONEMIC AWARENESS (Auditory Skill) • Phonemic awareness assessment • Analysis of phonetic spelling in student writings • Teacher made tests • Checklist • Observation	PHONEMIC AWARENESS (Auditory Skill) • Read alliterative texts which reinforce beginning consonant sounds, such as Dr. Seuss's ABC (Giesel, 1973) or My Name is Alice (Bayer, 1984). Emphasize the beginning sounds as the text is read. • Sing songs and recite texts that play with phonemes (sounds) or that substitute words and word parts in a rhyming pattern. For example, read Hop on Pop (Geisel, 1963) and have students identify the rhyming words and create new rhyming words. • Uses physical responses such as clapping, tapping or other body movements to demonstrate the separate sounds or patterns in songs, stories or words. • Sing songs to the tune of "Old MacDonald Had a Farm" and create verses which emphasize sounds, such as "What's the sound that starts these words: monkey, mice and mouth? /M/ is the sound that starts these words: . . . . With a /m/, /m/ here and a /m/, /m/ there, ..." • Play sound-matching guessing games. Collect two boxes and pairs of objects with the same beginning sounds to place in the boxes. Have students isolate the beginning sound of an object from one box and match it with an object in the second box with the same beginning sound. • Use picture books such as A, B, See (Hoban, 1982) to practice beginning sounds. This book has photographs of real objects whose names begin with particular letters of the alphabet.

Grade Level K

SLE R.1.3. Recognize and associate letters and sounds. (Auditory Skill)	**PHONEMIC AWARENESS (Auditory Skill)** Students will demonstrate the ability to divide spoken sentences into individual words. Students will segment and combine syllables within spoken words. Students will identify and produce pairs of rhyming words. Students will segment the onset and rime in one-syllable words. Students will identify and isolate the initial and final sounds of a spoken word.	**PHONEMIC AWARENESS (Auditory Skill)** • Phonemic awareness assessment • Analysis of phonetic spelling in student writings • Teacher made tests • Checklist • Observation	**PHONEMIC AWARENESS (Auditory Skill)** • Read alliterative texts which reinforce beginning consonant sounds, such as Dr. Seuss's ABC (Giesel, 1973) or My Name is Alice (Bayer, 1984). Emphasize the beginning sounds as the text is read. • Sing songs and recite texts that play with phonemes (sounds) or that substitute words and word parts in a rhyming pattern. For example, read Hop on Pop (Geisel, 1963) and have students identify the rhyming words and create new rhyming words. • Uses physical responses such as clapping, tapping or other body movements to demonstrate the separate sounds or patterns in songs, stories or words. • Sing songs to the tune of "Old MacDonald Had a Farm" and create verses which emphasize sounds, such as "What's the sound that starts these words: monkey, mice and mouth? /M/ is the sound that starts these words: . . . . With a /m/, /m/ here and a /m/, /m/ there, ..." • Play sound-matching guessing games. Collect two boxes and pairs of objects with the same beginning sounds to place in the boxes. Have students isolate the beginning sound of an object from one box and match it with an object in the second box with the same beginning sound. • Use picture books such as A, B, See (Hoban, 1982) to practice beginning sounds. This book has photographs of real objects whose names begin with particular letters of the alphabet.

Grade Level K

READING: PHONOLOGICAL AWARENESS/DECODING/VOCABULARY (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.3. Recognize and associate letters and sounds. **SLE R.1.4.** Uses phonetic skills to decode words. **SLE R.1.5.** Use major cueing systems, such as phonetic, syntactic and semantic to decode and construct meaning.	**GRAPHOPHONICS, SYNTAX, SEMANTICS** Students will name and identify each letter of the alphabet. Students will apply some letter-sound correspondences to begin to read. Students will begin to use context clues to predict unknown words and cross-check prediction with cueing systems (phonics and structure).	**GRAPHOPHONICS, SYNTAX, SEMANTICS** • Letter identification test • Observation of individual work with letters, words and pictures • Analysis of phonetic spelling in student writing samples • Teacher made tests • Checklist • Statewide test	**GRAPHOPHONICS, SYNTAX, SEMANTICS** • Read the alphabet chart daily. • Use shared reading with big books and whole-part-whole sequence to provide phonics instruction. For example, after reading the book The Three Bears (Galdone, 1972), go back into the text and discuss the words beginning with the sound of the letter "b". Have students match sticky notes with b's on them with the ones in the text. Apply phonetic skills in additional literacy activities such as interactive writing. • Using shared reading of big books, show students a card with an upper case letter and have students find the lowercase letter on that page. • Allow students to "read the room" -use a pointer to go around the room "reading" labels, signs, etc. • Write captions under students' drawings letting them contribute what they know. • Write morning news and then ask students to identify any words beginning with the /m/sound, etc. Students volunteer other words that begin with the same sounds and/or letters. • Encourage students to predict words in text by looking at the beginning letters in a word. Model this strategy. • Use a different child's name everyday to develop phonetic skills. • Use word wall activities to develop phonetic skills.

Grade Level K

READING: PHONOLOGICAL AWARENESS/DECODING/VOCABULARY (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.6. Expand vocabulary through reading.	Students will reproduce the language heard in stories and informational texts (read to them) in their own speaking and writing.	• Observation of recitation of poems, nursery rhymes and language from stories • Statewide test • Samples of student writing	• Do choral readings and shared readings in which the students join in "reading" a selected text such as a big book, a song or a poem on chart. • Read a big book such as Mrs. Wishy, Washy (Cowley, 1990) and have students, dramatize the book using the language of the characters. • Draw students' attention to narrative language when reading fiction (e.g.: "Once upon a time"; "happily ever after"; "a long, long time ago"). Encourage the students to use the language in dramatic play. • Ask students to contribute to an environmental print word wall. • Develop word walls for units of study such as animals. • Use environmental print to complete patterned sentences, (e.g. Sam likes to eat at (McDonald's® box).

Grade Level K

READING: COMPREHENSION

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.7 Understand that the goal of reading is to construct meaning.	Students will recount the most important content from text read by the teacher. Students will begin to build connections between text that is read and their own ideas, experiences and knowledge. Students will form mental images based on text description that is read by the teacher.	• Observation of students during guided reading • Analysis of journal entries • Statewide test • Teacher made tests • Samples of student writing • Oral or drawn retellings	• Lead students on a picture walk of a book they are about to read to develop background knowledge and to predict the vocabulary they will be reading. • Conduct "think-alouds" to model how to use the information from the text with own background knowledge to construct meaning. • Read a story and ask students to draw a picture of what they think will happen next. • Ask students to retell, orally or in drawings, what they "see in their heads" as text is read. • Ask students how they "knew" answers to comprehension questions. • Engage students in discussion of a story before, during and after reading during guided reading sessions.
SLE R.1.8. Understand that reading is communication between the author and the reader.	Students will demonstrate knowledge that authors/ illustrators are real people. Students will demonstrate an understanding that all texts, both narrative and expository, are written by authors who are expressing their own ideas.	• Observation • Analysis of journal entries • Samples of student writing	• Invite local writers and illustrators to talk with the class. • Storytell the important events in the lives of authors. • Read several books by one author. • Display posters, pictures, bookmarks pamphlets of authors and their works. • Listen to audio tapes or view video tapes of authors discussing their books. • Have students contribute to a class-produced book with names listed on title page as authors.

Grade Level K

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.9. Establish purposes for reading, such as enjoying, learning, modeling, sharing, performing, investigating and solving problems.	Students will state purposes for reading and listening, such as to be informed, to follow directions and to be entertained.	• Observation • Statewide test • Portfolio • Answers to questions concerning purposes for reading	• As various types of reading materials are read, engage the class in a discussion of the purposes of each kind. • Plan activities where students are reading for different purposes and make them aware of the differences in purposes such as: --read stories to entertain, --read recipe to make something, --read an informational text, such as book on animals, to inform.
SLE R.1.10. Use relationships between words and sentences, sentences and paragraphs, and paragraphs and whole pieces to understand text.	Students will recognize a group of words as a sentence that expresses a complete thought.	• Concepts about print test • Observation of reading-like behaviors • Statewide test • Teacher made tests • Samples of student writing	• Use shared reading and interactive writing to show how letters are put together to form words and words are written together to form sentences that express a complete thought. • Transcribe students' oral language for them to read. • Create "wall stories". As a class project unfolds, record the progress of the project on chart paper and display the charts in the classroom. For example, if the class is studying plants, as the class goes through the process of planting and caring for the plant, that process is recorded on chart paper. The written record shows how meaning is developed through the relationship of words and sentences. • Place the "Daily News" pages in a big book format to illustrate how a personal narrative can be developed from a diary or timeline.

Grade Level K

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.11. Use prior knowledge to extend reading ability and comprehension.	Students will use their own knowledge and experiences to anticipate meaning and make sense of text read to them.	• Observation • Statewide test • Teacher made tests • Project	• Use pre-reading activities to activate and develop background knowledge. Have students dictate information about a topic on a KWL chart or semantic map. • Lead the students on a picture walk of a book they are about to read to develop background knowledge and to predict the vocabulary they will be reading. • Bring in concrete examples of the topic being discussed. • Relate the topic being discussed to previous experiences or lessons.
SLE R.1.12. Use specific strategies such as making comparisons, predicting outcomes, drawing conclusions, identifying the main ideas and understanding cause and effect to comprehend a variety of literary genre from diverse cultures and time periods.	Students will use prior knowledge, illustrations and context to make predictions about text the teacher has read.	• Observation • Statewide test • Teacher made tests • Samples of student writing/drawing	• Read books which are conceptually challenging, such as The Dream Jar (Pryor, 1996), to give students the opportunity to think beyond their reading level. • Stop while reading a text to the students and have the students orally share their predictions about what will happen next. Have them justify their predictions and then continue to read the text, confirming or disproving their predictions. • Read different versions of a fairy tale such as Goldilocks and the Three Bears (Galdone, 1972; Brett, 1987; Cauley, 1981) and Deep in the Forest (Turkle, 1976). Have students dramatize each one and discuss the differences in the stories. • Throughout the first reading of the book The Carrot Seed (Krauss, 1984) pause frequently and have the students predict what will happen next.

Grade Level K
READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.13. Understand that texts have different purposes (e.g. persuading, informing, entertaining and instructing).	Students will distinguish different forms of text and the functions they serve (e.g. fairytale to entertain, animal book to inform).	• Observation • Statewide test • Teacher made tests • Performance	• Show students a fairytale book, such as The Three Bears (Cauley, 1981), and a book about real bears. Discuss the author's purpose for each. As other texts are introduced, discuss the purposes of each. • Have students bring books from home and categorize by purpose—to inform and to entertain.
SLE R.1.14. Use print for daily activities (e.g. following directions, using references).	Students will use various forms of functional print, such as name cards, labels, signs, calendar, word walls.	• Teacher made tests • Samples of student writing • Project	• Provide an environment that is rich in functional print (e.g. labels, signs, charts, etc.). • Encourage students to read signs when on excursions. Label areas of the room and allow students to put labels as needed. • Review the calendar everyday. • Use recipe charts to make snacks. • Write a one sentence classroom message each day such as, "Today we will see a play."
SLE R.1.15. Demonstrate knowledge of expository and narrative texts.	Students will give the beginning, middle and end of a story in a retelling. Students will identify different text genres, real and make-believe, from everyday print material (storybooks, poems, newspapers, signs, labels).	• Oral retellings using story boards or other graphic organizers showing story elements. • Statewide test • Teacher made tests • Portfolio	• Use picture books, such as The Enormous Turnip (Parkinson, 1987), to develop understanding of narratives—beginning, middle, end. • Read to students daily from a variety of forms of text, such as storybooks, informational books, lunch menu, signs, etc. As the texts are read, discuss whether they are texts that tell stories or texts that give information. • As fiction and non-fiction materials are read, have students identify them as real or make-believe with justification for their answers.

Grade Level K

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.16. Use strategies for visual organization of information, such as story maps, semantic mapping, charts, etc.	Students will sequence stories or processes using pictures, storyboards, story maps, other simple graphic organizers.	• Use picture cards/ storyboard to sequence stories and processes • Use visual organizer to retell story/selection • Statewide test • Teacher made tests • Samples of student writing	• After reading and rereading a book of selected literature, complete a story map, circle story map or semantic map while students dictate the information. • Have students work in small groups to illustrate an event in a story and then use the illustrations to retell the story sequentially.
SLE R.2.1. Use critical thinking and problem solving strategies to integrate content from all subject matter areas.	Students will participate in classroom discussions about books and pictures related to a central theme.	• Observation • Statewide test • Teacher made tests • Demonstration	• Read the story Too Many Pumpkins (White, 1996). Stop throughout the book to make predictions of what will happen and how the problem will be solved. Relate to the five senses and follow up with cutting the pumpkin and discovering what is inside. Count seeds, roast seeds, and use pumpkin seeds to make pictures. Plant pumpkin seeds and discuss how to care for the pumpkin plant. • Make each learning center literacy centered. For example, in the math center, put counting books and magazines for students to cut out pictures and make their own counting books.

Grade Level K

READING: COMPREHENSION (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.2.2. Read for personal reasons, such as for enjoyment, for information and for inquiry.	Students will "read" a variety of texts for enjoyment and information which may include: • song charts, • big books, • easy alphabet and counting books, • stories they have written, • predictable books, • environmental print, • poetry, • nursery rhymes.	• Observation • Analysis of journal entries • Checklist • Demonstration	• Read aloud to students everyday several times a day, rereading some of the students' favorite selections. • Do choral readings and shared readings in which the students join in "reading" a selected text such as a big book, a song or a poem on a chart. • Put books that have been read by the teacher in a special read-aloud box from which students can select books to "read". • Provide a literacy center in the classroom where student can go to reread familiar text, reread their own stories or "pretend read" other books. • Encourage students to share and discuss subject area activities while in progress.

Grade Level K
READING: FLUENCY

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.17. Read independently and with others daily (e.g. sustained silent reading, shared reading, partner reading).	Students will participate in shared reading of books, poems and songs. Students will show an interest in reading and display "book reading" behaviors. Students will reread own dictated stories and familiar books, stories and poems.	• Observation • Checklist	• Read aloud to students several times everyday. • Allocate time each day for self-selected reading. • Use big books and poems and songs written on charts for shared reading and have students read along as the text is read. • Provide familiar books for students to "reread" during independent reading time.
SLE R.2.3 Demonstrate fluency and comprehension in both silent and oral reading.	Students will participate in shared reading. Students will read familiar texts fluently.	• Oral reading of familiar text • Statewide test • Observation • Teacher made tests	• Use big books for shared reading and have students read along as the text is read. • Provide familiar books for students to "reread" during self-selected reading time. • Provide a listening center with taped stories and accompanying books. • Use assisted reading—teacher reads to students a phrase or sentence modeling fluent reading and the students read the phrase or sentence back.

Grade Level K

READING: FLUENCY (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.2.4. **Select appropriate reading material from library media centers and other sources.**	Students will choose familiar books to "read" from a variety of sources (e.g. home, community library, classroom, bookstore).	• Observation • Checklist • Analysis of journal entries	• Discuss with students the organization and procedures of the library. • Encourage students to bring reading materials from home to share with the class. • Use modeled writing to show students how to incorporate environmental print and words from charts and word walls into their own writing.

Grade Level K

READING: LITERARY RESPONSE

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.18. Read, listen and respond to a variety of literary genres from diverse cultures. SLE R.2.5. Respond to reading in a variety of ways (e.g. writing, retelling, art, drama).	Students will listen to a variety of texts from various cultures. Students will participate actively (react, join in, predict, read along) when predictable and patterned selections are read. Students will respond through talk, movement, music, art, drama and writing to a variety of stories and poems in ways that reflect understanding. Students will relate the life experiences of characters in stories to their own experiences.	• Observation • Statewide test • Teacher made tests • Analysis of journal entries • Performance • Samples of student writing • Portfolio	• Respond to text either informally by talking about it or by choosing to engage in a written or creative activity that involves returning to the text. • For example, read a book such as Ask Mr. Bear (Flack, 1968). Provide students with masks or nametags with the names of the animals on them. Have them work in small groups to retell the story using creative dramatics. • Read different versions of Goldilocks and the Three Bears (Galdone, 1972; Brett, 1987; Cauley 1981) and Deep in the Forest, (Turkle, 1976) and have students dramatize each one. After comparing the versions, have students select their favorite stories and draw and label scenes from their selections.
SLE R.1.19. Read more than one work by a single author.	Students will demonstrate knowledge of the content of the works of a single author.	• Checklist • Project • Analysis of journal entries	• Focus "read alouds" on one author such as Eric Carle, A. A. Milne or Beatrix Potter and discuss common elements among the books, such as characters, plot, etc. • After listening to several books by one author, have students draw scenes from their favorite book and orally explain their choices to the class.

Grade Level K

READING: LITERARY RESPONSE (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.1.20. Use strategies such as keeping reading logs, conferences with teacher and discussions with other readers for monitoring progress in reading.	Students will contribute to a reading portfolio, which may include the following: journal, classroom assessments, responses to reading, records of teacher-student conferences.	• Portfolio • Project • Analysis of journal entries	• Model for students how to write entries in a journal. • Explain the purpose of the portfolio to the students. • Conference periodically with students to show them the progress they are making.
SLE R.1.21. Experiment with creative and playful language, such as text innovations, choral reading, etc.	Students will participate in group innovations, choral reading, etc. Students will experiment with language--rhyming words, riddles, trying new words, nonsense words.	• Observation • Performance • Analysis of journal entries • Portfolio	• Read a book such as Ask Mr. Bear (Flack, 1968). Provide students with masks or name tags with the names of the animals on them. Have them work in small groups to retell the story using different characters. • Do choral readings and shared readings in which the students join in "reading" a selected text such as a big book, a song or poem on chart. • Read books that play with language such as Dr. Seuss books.
SLE R.1.22. Use technological aides (e.g. data base, spreadsheet, desktop publishing) to support growth in reading.	Students will use available technology to practice reading.	• Computerized record of student use of computers. • Performance • Portfolio • Observation	• Provide students with opportunity to use computers for writing, for working with interactive reading programs and for playing games which reinforce reading skills.

Grade Level K

READING: LITERARY RESPONSE (continued)

Standard R.1, R.2	Benchmarks	Assessments	Strategies/Activities
SLE R.2.6. **Use reading to enhance writing.**	Students will participate in class productions of text innovations. Students will use predictable texts as models for their own writing. Students will respond to shared reading in their journals with pictures. Students will apply concepts of print to their writing.	• Observation • Samples of student writing • Analysis of journal entries • Statewide test • Teacher made tests	• Model use of environmental print in writing. • Point to the words in big books to demonstrate the one-to-one relationship between spoken and written words. • Use interactive writing to show the relationship between the spoken sounds and written letters in words. • Compose individual and class innovations on predictable text such as books, poems and stories. For example, read patterned text such as Where's My Teddy? (Alborough, 1992) and have students complete the pattern from the text.
SLE R.2.7. **Select appropriate resource material from a variety of sources (e.g. library media centers, community and home).**	**Students will understand the use of the library and will check out books.** Students will use classroom resources both print and non-print for information.	• Observation • Samples of student writing • Checklist • Project	• Discuss with students the organizational structure and procedures of the library. • During units of study, ask students to bring different types of information from home and the library to share. • Use environmental print in modeled and interactive writing to show students how to incorporate it into their own writing.

Grade Level K

SLE R.2.8. Initiate and participate in conversations about reading.	Students will request favorite books to be read again. Students will begin to share favorite books with friends during independent reading time.	• Observation • Analysis of journal entries • Performance	• Encourage discussions about books by modeling appropriate questions and comments for book talks (Reader's Chair). • Allow time for students to talk about their favorite books and read aloud parts of stories, poems and riddles they have enjoyed. • Provide an attractive reading corner where students can read and share familiar and favorite books. • After reading a book to the class, have students discuss their favorite part with their partner and then go home and share it with their parents.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☑ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").